

MacKillop
Catholic College



The MacKillop Way'

A COLLEGE WIDE POSITIVE RELATIONSHIPS FRAMEWORK

Inspiring Hearts, Minds and Spirits



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"May the Spirit of unity and love reign among us"
St Mary of the Cross MacKillop

*United by the love of Christ,
and inspired by the example of St Mary MacKillop, we value:*

- Community in the way of family
 - Love of learning
- Respectful encounter, engagement and service
 - A nurturing of the Spiritual

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MACKILLOP CATHOLIC COLLEGE VISION

As a Catholic school, our PURPOSE is inspired by the *Gospel of Life*.
In the spirit of Jesus Christ, and faithful to the example of St Mary MacKillop,
our VISION is a Catholic school community in which:

- ❖ Children and their families experience welcome and love
- ❖ Students are inquisitive and happily learning
- ❖ Learners are supported, guided and encouraged.

MACKILLOP CATHOLIC COLLEGE MISSION

Our MISSION as a Catholic school is to:

- ❖ form confident and creative young people who value the ethic of love
- ❖ be a safe and welcoming community in which relationships are characterised by Gospel values
- ❖ offer the best quality pedagogy and curriculum for the creation and sharing of knowledge which is characterised by the good, the true and the beautiful.

As a community of hope investing in the future, we embrace Christianity as 'the way' for humanity.

Desiring our students to experience they are loved and cherished, we VALUE:

- ❖ Catholic culture as foundational and formative
- ❖ Community which is family-like and inclusive
- ❖ Curriculum that innovates and energises
- ❖ Pedagogy which individuates and engages
- ❖ Staff who love their student
- ❖ and who love their own learning
- ❖ Leadership that is visionary and at the service of the community
- ❖ Facilities which are contemporary and agile.



BUILDING A SCHOOL WIDE POSITIVE RELATIONSHIPS FRAMEWORK FOUNDED ON OUR AGREED VALUES AS SHOWN BY JESUS

God revealed the depth of divine love for all humanity in the gift of Jesus, his son, to live fully the human experience and to show us the way of God's Kingdom. The Sacred Scriptures, in particular the Gospels, reveal God's word of love for all humanity. All Christian values can be summed up in Jesus' instruction:

"Love one another, as I have loved you." John 13:34

*United by the love of Christ,
and inspired by the example of St Mary MacKillop, and in the Catholic tradition we value:*

- Community in the way of family
 - Love of learning
 - Respectful encounter, engagement and service
 - A nurturing of the Spiritual
-

These values are witnessed in the life and example of Jesus Christ.

The **MacKillop Way** describes how we live and learn together in a Catholic Community and is explicitly taught and reinforced in all aspects and contexts of College life.

United in God's love, made real in Christ Jesus

Mary MacKillop was very close to her family on her mother's side. It was within the MacKillop and McDonald families that Mary first experienced being loved and initially heard Jesus' Good News of God's love for all people. Mary MacKillop's life and ministry was characterised by the deep love and unwavering trust that she had for God.

- *Beloved, let us love one another, for love is from God; and everyone who loves is born of God and knows God. The one who does not love does not know God, for God is love. (1 John 4:7-8)*
- *Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13:4-7)*
- *"If we have love in our hearts, we shall have God with us." Mary MacKillop*

COMMUNITY IN THE WAY OF FAMILY

Community is at the heart of the Josephites. Mary MacKillop inspired other young women to join the Sisters and created a community committed to serving those most vulnerable and in need.

- *All the believers were one in heart and mind. No one claimed that any of their possessions was their own, but they shared everything they had. Acts 4:32*
- *"Never see a need without doing something about it." Mary MacKillop*

LOVE OF LEARNING

Together, Mary MacKillop and Julian Tenison Woods founded the Sisters of St Joseph of the Sacred Heart. Their motivation was to provide access to education for children and families whose financial or remote circumstances would otherwise not allow this. Education provides the opportunity for deep growth and engagement as citizens in the global community. Jesus himself was named Master and Teacher.

- *"Teacher, we know that you speak and teach what is right and that you do not show partiality by teach the way of god in accordance with the truth."* Luke 20:21
- *"Do your best and God will bless your efforts."* Mary MacKillop

RESPECTFUL ENCOUNTER, ENGAGEMENT AND SERVICE

Respect for all humanity, characterised Mary MacKillop's own ministry, remains at the heart of the Josephites ministry today in their outreach to those in Australia and in other parts of the world. Respect invites a spirit of welcome and inclusivity.

Respectful encounter and engagement characterise the positive disposition of members of our College towards our common life as a Catholic learning community. It extends from our respect for one another and our learning culture, to our care and responsibility within the broader human family and for our natural and built environments.

- *Jesus said, "Anyone who loves me will obey my teaching. My Father will love them, and we will come to them and make our home with them. (John 14:23)*
- *"God loves courageous and generous souls."* Mary MacKillop

A NURTURING OF THE SPIRITUAL

Offering meaning and direction to life's journey, Mary MacKillop's own spiritual formation was deeply influenced by the Ignatian charism which beckons us to seek God within.

St Ignatius Loyola, who reminds us that *"Love is shown more in deeds than in words"*, would have us take to heart St Peter's declaration of faith in Jesus Christ,

- *"Lord, to whom can we go? You have the words of eternal life."* John 6:68
- *"God will protect and work with us."* Mary MacKillop



Relationships

Relationships and Community are at the very core of Christian belief. The vitality of relationships is expressed in God's Trinitarian nature: Father, Son, Spirit. This theology inspires those in Catholic Education, to strive to be a living Christian community in relationship with God, others and the world. When we remove God from our relationships, we are left with chaos, darkness and suffering. When God is central, we have hope and joy.

There is nothing more important than healthy, positive relationships and well-being within a community. Positive relationships allow everyone to achieve maximum potential and growth. A College which lives out its values is a happy, welcoming, caring and safe place where there is great potential for everybody's needs to be met, and where all have the opportunity to succeed and develop to their full potential.

As stated in the **Melbourne Declaration on Educational Goals for Young Australians** (MCEETYA 2008):

'students need to have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

At MacKillop, a range of beliefs, practices, programs and strategies are in place across the College which aim to develop healthy, positive school culture. These include:

- Student engagement in deep learning experiences
- The Religious Education Curriculum
- The Second Step Program
- Circle Solutions
- The Classroom Management Framework
- The Zones of Regulation
- Strategies such as Restorative Practices

STUDENT ENGAGEMENT IN DEEP LEARNING EXPERIENCES

Deep learning is defined by those experiences that build on the strengths and needs of all students; challenging them to create new understandings, knowledge and skills using authentic contexts with the purpose of inspiring students to identify their passions, purpose and talents.

THE RELIGIOUS EDUCATION CURRICULUM

The RE Curriculum at MacKillop is integral to all aspects of college life. Jesus Christ is central to the curriculum, and to the Faith life of the College, where rich knowledge and understanding is embedded in daily decisions and life which make up the identity of MacKillop. 'The Catholic School is a sacred landscape where faith, culture and life are in dialogue and where learners are empowered to shape and enrich their world with meaning, purpose and hope derived from their encounter with life and the teachings of Jesus' (CEO, Archdiocese of Melbourne, 2009).

SECOND STEP PROGRAM

There is a growing body of research that states that social emotional learning is as fundamental as traditional academic foundations to enable citizens to thrive in the 21st century. The report published by the World Economic Forum in 2015 listed sixteen proficiencies critical for education, including ten skills listed as Competencies and Character Qualities. Competencies are the means by which students approach authentic learning tasks and the Character Qualities refer to the ways they adapt to their changing environment.

'Without doubt, students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.' (ACARA).

Second Step is an evidenced-based program that aims to promote connectedness and success at school through the explicit instruction of Skills for Learning, Empathy, Managing Emotions and Solving Problems. The knowledge and skills students learn in the Program are built upon as they move through Primary School and allow for differentiation and additional support where needed. The Second Step Program aligns with the SEL Policy of the Cairns Diocese and the SEL Conceptual Framework.

CIRCLE SOLUTIONS FRAMEWORK

Circle Solutions is a means of building positive school culture, healthy relationships, resilience and responsibility in young people and underpins student well-being. *Circle Solutions* is based on the principles of agency, safety, positivity, inclusion, respect and equality. It is a democratic respectful pedagogy to develop social/emotional skills and a positive classroom ethos. Circle Solutions builds resilience and mental health, promotes empathy, reduces bullying and fosters school connectedness. This builds an effective learning environment.

For further information, see <http://www.circlesolutionsnetwork.com/>

CLASSROOM MANAGEMENT FRAMEWORK

The Classroom Management Framework is designed to support positive school culture through the explicit teaching of pro-social, learning behaviours where students learn how to show Christian love for each other and learn together in a supportive community. This is achieved through feedback and coaching in all areas of the school, including the internal and external learning areas and in all contexts for learning. Teachers are provided with Professional Learning opportunities to develop strategies for Classroom Management and to reflect upon their practices through Classroom Profiling. Whole school data gathered through Profiling enables goals to be set as a College. The overall goal of the Classroom Management Framework is to maximise the time spent on learning and minimise the time spent on negative behaviours that impede social development and well-being and learning opportunities.

The MacKillop Catholic College School Wide Positive Relationships Framework aligns with the Diocesan Social Emotional Framework.

For further information, see <http://www.cns.catholic.edu.au/your-education/social-emotional-learning-sel/>

To support a positive Christian environment, we commit to:

- ❖ Teaching Religious Education which links Catholic Church Teachings to the lives of the students
- ❖ Teaching a Religious Education Program which explicitly teaches the stories of Jesus' life which show us how to live and love like he did
- ❖ Honouring the example set by Mary MacKillop and the Sisters of St Joseph of the Sacred Heart
- ❖ Providing a rich experience of prayer, meditation and opportunities for Spiritual Growth
- ❖ Explicitly teach, reinforce and coach students in the **MacKillop Way**
- ❖ Explicitly teaching the Social Emotional Learning Competencies (ACARA)
- ❖ Explicitly teaching the modules of the Second Step Program (Skills for Learning, Empathy, Managing Emotions and Problem Solving)
- ❖ Using Circles as a resource to develop and enhance positive relationships and connectedness
- ❖ Explicitly teaching the Health component of the Health and Physical Education Curriculum

'The MacKillop Way' ... A College Wide Positive Relationships Framework

- ❖ Explicitly teach the Zones of Regulation and refer to them constantly to support growth
- ❖ Providing opportunities for building partnerships between home and the College
- ❖ Providing students with support when they are experiencing difficulties in relationships and applying consequences that are natural and logical
- ❖ Providing staff with opportunities for high quality Professional Learning, feedback and reflection
- ❖ Collect Whole College Data on Classroom Management and Social Emotional Well-being of Students with the purpose of goal setting.

RESTORATIVE JUSTICE PRACTICES

'It is not small people who ask for forgiveness.

It is large hearted, magnanimous, courageous people who are ready to say what are some of the most difficult words in any language: "I am sorry".

But once uttered, they open the way to a new opportunity, the possibility of a new beginning, the chance to start again, having learnt a lesson from the past'.

Archbishop Desmond Tutu (1998)

Definition

Restorative: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection. The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm. It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations Marist Youth Care, Sydney (2004).

Rationale

Education in schools is largely about relationships, which can often develop into conflicts which require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others. The aim of this initiative is for schools to develop an understanding of restorative justice and learn skills and practices for use in the classroom. It is acknowledged that these prevention measures may lead to and / or require the use of interventions for more serious offences. It is hoped that consistent use of restorative practices in a school setting will change attitudes and represent a philosophical shift in thinking about students and problem behaviours away from the use of punishment, to the management of situations using a restorative approach.

The Principles of Restorative Practice

- **Foster awareness in the student** of how others have been affected.
- **Avoid scolding or lecturing.** This often results in the student reacting defensively. It distracts from noticing other people's feelings.
- **Involve the student actively.** Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.
- **Accept ambiguity.** Often fault is unclear, and people can agree to accept the ambiguous situation.
- **Separate the deed from the doer.** We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing. 'Justice' attends to the truth of the matter; 'Mercy' attends to the truth of the person.
- **See every serious instance of wrongdoing and conflict as an opportunity for learning.** Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.
- **Restorative practices must be systemic, not situational.** Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways to minimise the chance of further harm? *Marist Youth Care, Sydney (2004).*

Affective Questions

- These questions are provided to school staff to assist in managing conflicts or potential conflict situations and working towards resolution. Many schools who are adopting the use of restorative practices strategies produce these questions and focus areas on small palm cards and on lanyards for easy accessibility, particularly while on yard duty

Affective Questions	Focus Areas
1. What happened?	Focus on the specific behaviour or incident without blaming.
2. How did it happen?	
3. How did you act in this situation?	
4. Who do you think was affected?	Draw out who was affected and how they were affected.
5. How were they affected?	
6. How were you affected?	
7. What needs to happen to make things right?	Direct questions toward problem solving what needs to happen to 'make things right'.
8. If you find yourself in the same situation again how could you behave differently?	

Affective Statements

- Reflect on the impact that the behaviour or incident has had on you and others
- This may include you as a teacher, Assistant Principal or Principal
- Consider the effect on other students, the class, the year, other teachers, parents or the school community as a whole.

Source: <http://web.spgwww.catholic.edu.au/documents/policies/restorativejusticeresearch.pdf>

RIGHTS AND RESPONSIBILITIES

MacKillop Catholic College is a place where all are free to feel safe, learn and grow to their potential in a Christ-centred, supportive community that values diversity. To this end, all members of the community have rights and responsibilities.

STUDENTS

RIGHTS Students have the right to:	RESPONSIBILITIES Students have the responsibility of:
Be treated in ways consistent with the MacKillop Way	Being organised and punctual for learning
Be safe and feel safe at all times	Being cooperative and supportive of others in the College
Have access to learning without being adversely interrupted by others	Showing care and respect to all in the community
Be treated with courtesy and respect	Following the MacKillop Way
Express themselves in a socially appropriate manner	Respecting College grounds, property and the property of others
High quality learning experiences	Playing and learning in a safe way, including digital spaces
Early intervention and support, when required	Acting in a manner that shows pride in themselves and in their school
Have their needs and circumstances considered at all times	

STAFF

RIGHTS Staff have the right to:	RESPONSIBILITIES Staff have the responsibility of:
Be treated in ways consistent with the MacKillop Way	Explicitly teach and reinforce the MacKillop Way
To work in a safe, supportive and clean environment	To model the core values of Community, Learning, Respectful encounter and Service, and nurturing Spiritual; and the key dispositions of the College, Respect, Engagement & Personal Best.

To have opportunity for Professional Learning, support and coaching in the area of Classroom Management and SEL	To model, review and refer to the learning expectations, procedures and consequences for respectful and disrespectful choices of behaviour
To be supported by parents, administration and the College Community in providing deep learning opportunities to students	Encouraging, maintaining and monitoring safe behaviours in accordance with College expectations, Work Place Health and Safety regulations and Child Protection Responsibilities
To use professional judgement in supporting the needs of students	Act in a professional way in accordance with the Employee Code of Conduct
	To develop rich learning opportunities for students to engage in deep learning in authentic contexts, with consideration of the individual and diverse needs of students (learning, social & emotional, physical, spiritual)
	To gather data on student wellbeing and provide support for students in need
	To develop respectful and positive relationships with students, colleagues and parents
	To consider the needs and circumstances of each student and each context.
	Continually seek to engage in professional learning regarding best practice in supporting students to be respectful and engaged to the best of their ability (including ongoing PD in ESCMs)
Staff Code of Conduct can be accessed at http://www.cns.catholic.edu.au/wp-content/uploads/2013/11/Code-of-Conduct-for-Employees-of-Catholic-Education-Diocese-of-Cairns.pdf	

PARENTS AND CARERS

RIGHTS	RESPONSIBILITIES
Parents and Carers have the right to:	Parents and Carers have the responsibility of:
Be respected and recognised as the first educators of their children	Encourage and expect their child to respect the College, staff, community members, property and expectations
Be welcomed and feel welcome in the College	Ensure that their child is adequately prepared with

	materials and in approved uniform for the school day
Be listened to	Ensure that their child is at school on time and collected from school in time
Receive regular reports on their child's progress	Consult with school personnel with respect at a mutually convenient time regarding any concerns
Meet with school personnel at a mutually convenient time	Support the teachers in their efforts to form good work and pro- social, personal and learning behavioural patterns in the children
Take an active role in the school through the Parents and Friends Association and College Board	Respect the privacy and rights of other students, families and staff, including the use of online social media
	Act in accordance with the Diocesan Parent and Volunteer Code of Conduct
Parent/Volunteer Code of Conduct can be accessed at http://www.cns.catholic.edu.au/wp-content/uploads/2013/11/Code-of-Conduct-for-Parents-and-Volunteers-.pdf	

BUILDING THE MACKILLOP WAY - AUTHENTIC CATHOLIC CULTURE AND IDENTITY

Values identification, exploration and exemplars

At the beginning of each year, teachers will provide opportunity for students to break open the core values of Faith, Learning, Love, Community and Respect through the dispositions of Respect, Engagement and Personal Best, using age appropriate strategies. The aim in providing the students with a voice in how the core values might be lived, is to amplify student 'buy in' to the values thereby increasing the sense of a place and a way that is owned by all in the community. These values in action become the **MacKillop Way** and are always linked back to the example of Jesus Christ. This is the critical curriculum for the first two weeks of the school year and sets the culture for the learning spaces, the school and the community. These are revisited and referred to throughout the year.

Teachers will:

- Explicitly teach what each value means through the College dispositions
- Develop learning opportunities for students to examine the meaning of the values and dispositions in their lives (e.g. T and Y charts)
- Create a classroom display of the values and dispositions- The **MacKillop Way**
- Explicitly teach the Zones of Regulation and engage the students in a learning sequence to better understand the Zones and how they can use self-regulation as a tool to enhance their well-being and learning

With a 'growth mindset disposition', these values in action lead to the group working together to negotiate expectations under these headings:

- Learning to Learn
- Learning to Live and Learn Together
- Learning in a Safe Environment

These are to be written using concise and positive language and should number between five and ten.

Teachers will:

- Work with students to develop the expectations, giving students agency in the process
- Explicitly teach the expectations and what they look like in different contexts (internal and outdoor learning spaces, the library, liturgy etc) and provide behaviour specific feedback to students on their choices for both good and non-compliant behaviour. The emphasis is on 'catching' students making good choices
- Use the expectations to set goals with the class, group or with individuals. These will be linked to class and College award systems such including the MCC Awards, and House Points
- Display the expectations and goals, using visual cues and explicitly explain the process for Class Awards
- Display the consequences for both good and negative choices
- Share the expectations with parents and carers
- Refer to the expectations constantly and revisit them throughout the year

Awards

Attitudes and behaviours identified as examples of '**MacKillop Way**' values will form the basis for student awards. Student **MacKillop Way Awards** are presented at College Assemblies throughout the year.

The 'target audience' for **MacKillop Way Awards** are the students themselves. By awarding individual students from time to time we are simultaneously acknowledging all students who display these

dispositions. MacKillop's educators will select individual students for awards. Because of the important relationship between students and their educators, it is our practise for awards to be presented by educators to their students.

Not wishing to create expectations on parents that they attend for award presentation, and equally wanting to avoid disappointment on the part of students (many parents are unable to attend assembly), students and families are not notified prior to awards being presented. However, following the presentation of awards, all awardees' families are notified, and the awards are celebrated in the next edition of the College Newsletter.

CLASSROOM MANAGEMENT FRAMEWORK

The Classroom Management Framework works within a positive school culture. The aim of classroom management is to provide teachers with the skills to develop positive relationships that enhance student and teacher wellbeing and focus on engaging students with the learning in a way that is respectful and inclusive of all.

ESSENTIAL SKILLS AND CLASSROOM PROFILING

The Essential Skills are a set of ten strategies evidenced to assist students in developing self-regulation through the development of positive relationships and learning culture. Teachers will use a range of Essential Skills, from the least to most intrusive. During the year, teachers will be profiled so they can reflect upon their classroom management. Whole school data will be gathered to set goals for the College.

ESSENTIAL SKILL	DESCRIPTION
1/ Establishing Expectations	<p>To clearly articulate and demonstrate the boundaries of pro-social behaviour.</p> <ul style="list-style-type: none">● Boundaries provide clarity around what is regarded as safe, responsible and respectful behaviour in a particular context● Enable a higher engagement in learning● Expectations are necessary to student well- being and success in learning● Expectations are related to both the curriculum and behaviour (Visible Learning)● Expectations are explicitly taught and linked with positive and negative consequence● Expectations need to be explicitly taught, revisited frequently and referred to constantly.
2/ Giving Instructions	<p>To give a clear direction about what students are to do. Instructions are clear and concise and are framed as statements not questions. The use of body language and voice can support the instruction.</p> <p>Giving instructions is a process:</p> <ul style="list-style-type: none">● Gain attention (whole class directional phrase or action)● Wait and scan

	<ul style="list-style-type: none"> ● Descriptively encourage two students or groups ● When students are focussed, commence instructions ● Separate instructions from the curriculum talk ● Where possible, instructions are written with visual support
3/ Waiting and Scanning	<p>Given directly after an instruction. To wait and look at the students for 5-10 seconds after you give an instruction.</p> <ul style="list-style-type: none"> ● This strategy gives students time to process the instruction ● It avoids filling the gap while waiting with natter ● Keeps focus during transition times.
4/ Cueing with Parallel Acknowledgement	<p>To acknowledge students' on task behaviour with the intention of encouraging others to copy.</p> <ul style="list-style-type: none"> ● Cueing is an alternative to redirection ● Cueing sets a more positive tone for the classroom <p>Peripheral Vision- Scanning the class regularly whilst working with a student or a group.</p> <ul style="list-style-type: none"> ● It is a deliberate, proactive strategy to let all students know that you are aware of what is happening in the classroom. <p>Positive Feedback- Behaviour specific in nature, it provides feedback to students regarding pro-social behaviour that is focussed on the learning.</p> <ul style="list-style-type: none"> ● This can be given to individuals, groups or a whole class ● Related to the curriculum or to behaviour.
5/ Use of Body Language	<p>To intentionally use proximity, gestures and facial expressions to encourage students to remain on task</p> <ul style="list-style-type: none"> ● A time effective strategy ● It sets a positive tone in the learning space ● Use the Triple P- praise, prompt and push off ● Establish personally understood signals with the students/whole school ● Can be used to refer to expectations
6/ Descriptive Encouraging	<p>To encourage students to become more aware of their competence by describing what you see or hear from them that you hope to see more frequently.</p> <p>This strategy reinforces the expectations</p> <p>It promotes a positive, supportive learning environment (can double as positive feedback)</p> <p>It has a focus on strengths</p> <p>It provides an opportunity to acknowledge those students who are always making the right choices</p> <p>Can be linked with awards and rewards.</p>

7/ Selective Attending	<p>To deliberately give minimal attention to low-level off-task or inappropriate behaviour. There is a time frame associated with this strategy. The teacher stops using selective attending when the off-task behaviour ceases or if it escalates.</p> <ul style="list-style-type: none"> ● It allows the teacher to select a less intrusive strategy to keep track of an off-task behaviour ● It buys the teacher time to consider the next step ● It provides time for the teacher to complete an instruction or task ● It provides time for the student/s to self-regulate and modify their behaviour independently
8/ Redirecting to the Learning	<p>To use the curriculum to respectfully prompt a student who is off-task or disruptive (redirect to the learning NOT the behaviour).</p> <ul style="list-style-type: none"> ● Can be verbal or non-verbal ● Usually framed as a question ● It is a positive prompt to focus on learning and reinforces on-task behaviours ● It provides the student who is off-task with an opportunity to self-regulate with a lesser degree of confrontation ● It is a positive and supportive strategy <p>Redirections from the least to most intrusive:</p> <p>Non-verbal Redirection: The use of eye contact, head movement, smile etc.</p> <ul style="list-style-type: none"> ● Least Intrusive ● This should be used more than verbal redirection <p>Proximity: Teacher moves to a student who is displaying off-task behaviour and stands in their personal space until the behaviour desists or the behaviour escalates</p> <p>Teacher avoids eye contact and instead looks to where the student should be attending.</p> <p>Non-verbal Directional Action: Used to signify that the teacher would like the attention of the whole class. This needs to be explicitly taught.</p> <p>Pause in Talk: The teacher pauses as an indication that a student or students are off task. This strategy is useful during explicit teaching.</p> <p>Verbal Redirection Strategies (Least to most intrusive)</p> <p>Individual Close Talk: The teacher moves to the student and redirects or gives a choice without anyone else hearing. This sets a more respectful tone and is less confrontational. It is part of the Top 5)</p> <p>Questioning for Understanding: The teacher uses questions to</p>

	<p>redirect. This places the responsibility back on the student to self-regulate. It works effectively when the expectations are well established and referred to.</p> <p>Humour to Manage Behaviour: It can lighten a situation and is non-confrontational. Use with caution.</p> <p>Call Student's Name: The teacher calls a student's name in an even tone. This strategy can be used alone or to gain the student's attention in order to use a less intrusive strategy.</p> <p>Description of Reality: Stating what you see or can hear in an even tone.</p> <p>Verbal Redirection: Telling a student what to do. The authority and responsibility rests solely with the teacher.</p> <p>Broken Record: Repeating an instruction calmly, ignoring any secondary behaviour.</p> <p>Oral Directional Phrase: A teacher uses a phrase that the students have been taught to mean they must stop what they are doing and pay attention to the teacher.</p>
9/ Giving a Choice	<p>To respectfully confront the student who is choosing disruptive or on-going off-task behaviours with the available choices and their natural consequences.</p> <ul style="list-style-type: none"> ● It reinforces expectations ● It puts the responsibility on the student, to promote self-regulation and self-management ● It is used after a redirection hasn't worked ● Using a calm, firm voice, the teacher gives choices that can be followed through e.g. "Your choices are ... or ...". The choice needs to be given privately. ● After giving the choice, the teacher needs to walk away to allow the student the time and opportunity to self-manage ● The strategy can avoid escalating the situation ● If the positive choice is not made, consequences need to be followed through. <p>A note on Secondary Behaviour: The aim of secondary behaviour is to shift the focus or the responsibility. It is confrontational and lengthens the time from the learning.</p> <p>It can look like sulking, arguing, eye-rolling, sighing etc.</p>
10/ Follow Through	<p>A Planned action in the face of extended off-task behaviour or on-going disruptive behaviour.</p> <ul style="list-style-type: none"> ● It can also be used as a strategy in the face of high-level behaviours that are aggressive in nature or unsafe. ● It clearly establishes that you mean what you say by reinforcing established boundaries ● It models assertiveness

	<p>Time Out: A natural consequence for behaviour which is disruptive to the learning or unsafe after a choice has been given, is for the student to have a time of separation from the group. Each teacher is to establish a time out area in the classroom. When in time out, the student will need to complete work and/or complete a reflection form. Time out is for a set period of time. Time out needs to be supervised.</p>
Behaviours to Avoid	<p>Staff are not to use the following strategies:</p> <ul style="list-style-type: none"> ● Yelling and screaming ● Sarcasm ● Put downs ● Engaging in power struggles ● Threats ● Applying consequences that are not related to the behaviour ● Avoid following up with natural and logical consequences.

RESPONDING TO BEHAVIOURS THAT ARE NOT THE MACKILLOP WAY

When a student makes a poor choice, restorative practices will be used to aid in restoring the relationships, repairing harm and learning about perspectives, rights and social responsibility. Through the use of restorative practices, there is a greater emphasis on using the experience as a learning opportunity, rather than on simply meting out punishment. Consideration is made of a student's age and developmental level as well as any additional factors that might influence behavioural choices.

Examples of some restorative practices are listed below:

- Circle Time (and conference circles) in which students sit in a circle and, using a structured format, discuss and problem-solve an issue that has affected the whole class or specific members of the class
- the 'restorative interview' where the teacher uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships
- the more formal 'restorative conference' that is used with more serious or ongoing misbehaviour and usually involves senior staff, parents and carers.

([Safe Schools Hub](#))

NATURAL AND LOGICAL CONSEQUENCES

If consequences are to be effective, they need to be logical and natural. The goal of logical consequences is to help students develop internal understanding, self-control and a desire to follow pro-social behaviours that are conducive to building positive relationships and learning. Students will want to choose better choices and enjoy the positive consequences through reflection and practice. Logical consequences are respectful of the child's dignity and are directly related to the child's behaviour. The key to logical consequences is the certainty, not the severity of the consequence/s being applied. Teachers are consistent across the College.

RE-ENTRY

The re-entry process is key to growth and in providing an opportunity for the student to change or modify their behaviours. Before a student re-joins the learning group, activity or playground, they must be able to articulate what mistake they made (bad choice) and what they should have done. They are invited to re-join if they agree to the established expectations and can articulate what will happen should they choose bad choices within a set time frame. The child only re-enters once the teacher is satisfied that the student understands what they are to do should they re-join the learning or play. Students are not to re-enter without this process.

Teachers ask:

- What did you do? What wrong choice did you make?
- What is the **MacKillop Way**? What else could you have done?
- What do you need to do if you re-enter the class?
- If you choose the wrong choices again, what do you think will happen?

STUDENTS WITH ADDITIONAL OR COMPLEX NEEDS:

As an inclusive community, it is acknowledged that students with additional or complex needs may require additional support to meet behavioural expectations so that they are safe, learning to their potential, and can form positive relationships. Students with additional or complex needs will still need to meet behavioural expectations.

Student support practices in the College seek to facilitate the development and exercise of responsible self-discipline among students. They also seek to promote the wellbeing and good order of the College community. All students, including those with complex or exceptional needs, are required to meet appropriate behaviour expectations.

LEVELS OF BEHAVIOURS

The following levels act as guides for teachers and leadership, students and parents to provide an understanding of strategies to assist students to remain consistent with the **MacKillop Way**. It is important to note

LEVEL ONE

The aim of this level is to assist the student to be aware of behaviours they are choosing which are not consistent with the **MacKillop Way**, the College values or behavioural expectations and which are hindering their learning or the learning of others. Level One behaviours are low level and do not cause harm or violate the rights of others. Level One behaviours are managed by teaching and learning staff and do not require intervention from the Leadership Team or specialist teachers. The consequences should be natural and relative to the behaviour.

Examples of Level One Behaviours

- Calling out
- Making noises
- Walking around the classroom
- Fidgeting

- Poor social behaviours such as not taking turns
- Littering
- Low-level off task behaviours
- Out of bounds- minor

TEACHER RESPONSE- SUPPORT

When addressing students' behaviour, teachers use calm, firm, measured tone

ESCMs Top 5:

- Descriptive Encouraging
- Cueing with Parallel Acknowledgement
- Description of Reality
- Redirection to the Learning
- Individual Close Talk

Other ESCMs:

- Selective Attending
- Give choice
- Physical Proximity
- Redirection to the Learning- Non-verbal & Verbal
- Restatement of the **MacKillop Way** (Establishing Expectations) and further teaching if needed
- Use of class indicators where appropriate, such as traffic lights
- Record the incident. Include the time of the incident, the activity the student/s were engaged in, and the support and consequence applied.

Other:

- Circles
- Revision of Zones of Regulation

LEVEL TWO

Level Two behaviours can be Level One behaviours that are repeated despite positive, effective classroom practices, or they may be behaviours that are more disruptive and serious in nature. The aim for students in this level is to assist them to be aware of the impact of their behaviours on their learning and the learning and well-being of others. Level Two behaviours may be repeated or be one-off occurrences.

Examples of Level Two Behaviours

- Continued Level One behaviours
- Speaking disrespectfully to others (back chatting, swearing at others, teasing)
- Ignoring teacher direction
- Inappropriate verbal language (including minor swearing)
- Poor behaviours during excursions, events or functions
- Property misuse- minor
- Social behaviour that excludes others
- Physical contact- minor
- Task avoidance- minor
- Disruption to learning (self and others)- minor
- Technology violation- minor

- Non-compliance of tasks- minor
- Out of bounds- where safety is a concern

TEACHER RESPONSE-SUPPORT

When addressing student's behaviour, teachers use calm, firm, measured tone

- Continued use of the ESCMs
- When investigating an incident- teachers and SLAs need to gather all the facts including statements from the student/s involved and preferably from any witnesses, in a respectful manner. Students need to give their statements individually.
- Revisit, revise and reteach the **MacKillop Way** and the Expectations, considering approaches and resources suitable to the student
- Use Restorative practices where appropriate to assist the student in understanding the impact of their behaviour
- Implement a short-term Celebration Chart (Plan) for on-going, negative behaviours to promote development of positive learning and pro-social behaviours
- Notify parents/carers of the behaviour and the consequences and support able to be offered. This communication should be recorded in SBSS (Conversations) and a follow-up meeting scheduled within two weeks to discuss the efficacy of the support
- Time out in classroom or in another room
- Loss of play- this can be related to a safety issue, to make up for learning not done during the allocated time
- The student may need to formally apologise
- Teachers will need to consult with the Teacher of Inclusion and Diversity if supporting a student with a disability
- Before a student progresses to Level Two from Level One sufficient records should be available to indicate the frequency of the behaviour and the intervention provided thus far
- All Level Two incidences need to be recorded in SBSS (Minor behaviours).

LEVEL THREE

Behaviours at Level Three are highly disruptive to the learning and well-being of the student/s involved and impact that of others. Students whose behaviours fall in this category need considerable support to re-engage in behaviours consistent with the College Values, Dispositions and the established expectations- The **MacKillop Way**. Behaviours at a Level Three include those that are non-negotiable, including verbal and physical aggression, self-harm, bullying and consistent non-compliance.

Examples of Level Three Behaviours

- Continued Level Two behaviours
- Bullying/Harassment (See Major Behaviours on SBSS)
- Verbal Aggression; including swearing at another student or teacher or threatening others
- Physical Aggression; including punching, spitting, kicking or use of weapons
- Vandalism/Property damage
- Concerning Sexual Behaviour
- Theft

- Misuse of devices or inappropriate online behaviour - major (in breach of the MCC ICT user agreement)
- Leaving College grounds without permission
- Refusal to comply with teacher instruction/redirection (to the detriment of the learning, safety and well-being of self and others)- major

TEACHER RESPONSE-SUPPORT

- Contact College Leadership immediately for acts of major physical aggression or for any student leaving the school grounds, or learning area
- React to the incident calmly
- Consider removing the class/nearby students from the situation if necessary
- Document the incident after gathering the facts, using SBSS and notify College Leadership Team and the parents/carers of the student/s involved
- Work together with the College Leadership Team, School Counsellor, parents/carers and other specialist staff to develop a specialised support plan for the student if the behaviours are on-going
- Continued use of the ESCMs
- Use Restorative practices where appropriate to assist the student in understanding the impact of their behaviour
- Place a referral to the Diverse Learners Team for on-going negative behaviours (MCC Staff Portal)

COLLEGE LEADERSHIP TEAM RESPONSE- SUPPORT

- Support immediately for major physical aggression or for students leaving the ground or learning area who are considered a flight risk
- Consider lock down (minor or major) procedures if the safety and well-being of the student and/ or others is considered to be at risk
- Consider completing a Record of Concern (ROC) for the student
- Consider completing a Statutory Authority Report (SARS) for the student
- Consider a consequence relative to the seriousness of the incident, and the safety and well-being of the student/s and others, including suspension
- Notify parents/carers of the student/s involved in the incident and share the details and the next steps (including re-entry procedures)
- Co-ordinate a team to develop a high-level support plan for the student and work with the team to support the implementation of the plan. The plan is documented and recorded on SBSS
- Ensure the staff and students involved have access to support for their well-being (including EAP and access to College Counselling for students in accordance with the guidelines)

LEVEL FOUR

Behaviours at Level Four pose major disruption to the learning, well-being and safety of the student/s involved and have a highly, negative impact on that of others. Students whose behaviours fall in this category require considerable support both from the College and other specialists and professionals to re-engage in behaviours consistent with the College Values, Dispositions and the established expectations- *The MacKillop Way*, in a manner that is reasonable for the College to manage.

Behaviours at a Level Four include consistent or on-going non-negotiables, including major verbal and physical aggression, self-harm, bullying and consistent non-compliance after a period of high-level support (Tier 3).

In being guided by Diocesan policies and guidelines for the management of student behaviour (detention, suspension, and exclusion), Principals are counselled to respond carefully and pastorally to serious student offences which are those activities or behaviours which:

- Seriously undermine the ethos of the Catholic school; or
- Consistently and deliberately fail to comply with any lawful order or direction of a Principal or teacher; or
- are offensive or dangerous to the physical or emotional health of any staff member, student, or visitor; or
- Consistently and deliberately interfere with the educational opportunities and endeavours of other students.
- Are prejudicial to the good order and management of the school.

Diocesan Student Management Guidelines have objectives which include:

- to protect the rights of the students, staff and learning community;
- to help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour;
- to keep the parents of the student informed and seek to engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- to safeguard the right of teachers to be able to teach without unacceptable disruption;
- to reflect the school's duty of care to provide safe learning environments;
- to safeguard the right of other students to learn without unacceptable disruption;

COLLEGE LEADERSHIP TEAM RESPONSE- SUPPORT

In collaboration with the College Support Team, specialists and other support personnel, the College Principal will consider further adjustments that are reasonable for the College to manage and/or consider further action in accordance with CES policy.

Associated Documents for reference

Enrolment of Students in Catholic Schools	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Enrolment%20of%20students%20in%20Catholic%20schools.pdf
Student Anti-Bullying	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20Anti-Bullying.pdf
Student Protection	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20Protection.pdf
Student – ICT Acceptable Use	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20-%20acceptable%20use%20of%20ICT%20and%20social%20media%20policy%20with%20agreements.pdf
Student Suspension and Exclusion	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20suspension%20and%20exclusion.pdf
Guidelines for Early Identification and Intervention Referral Pathways	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Guidelines%20and%20Procedures/Early%20intervention%20and%20referral%20pathways.pdf